



An Assessment on Work Engagement and Organizational Learning Capability among Educators

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Abstract— This study aimed to assess the work engagement and organizational learning capability among educators of DMC College Foundation, Inc. during the second semester of 2022-2023. A quantitative descriptive-correlational research design was used in this study. Data were obtained from 47 educators of DMC College Foundation, Inc. Frequency count, Weighted Mean and Pearson Correlation was used to analyze the gathered data. The study found that when a teacher is tenured, he/she is more engaged in the organization. Among the indicators of work engagement, dedication has the highest mean which means that educators are very much dedicated on the job they are doing. In terms of organizational learning, educators are more immersed with the system of the school having dialogue as the indicator garnering the highest weighted mean. This shows that the school has a well-established protocol in relation to communicating members of the organization. Moreover, this study found out that there is a significant correlation between work engagement and organizational learning capability across age groups anyhow having a positive correlation, age is not a factor that will affect both work engagement and organizational learning capability. Also, the study concluded that there is no significant correlation between work engagement and organizational learning capability when grouped according to years in service. Additionally, work engagement and organizational capability shows a significant and strong positive correlation with each other.

Keywords— Educators, Organizational Learning Capability, Work Engagement.

I. INTRODUCTION

Organizational learning is also a critical aspect in fostering an environment that encourages employees to be creative (Rashid & Mansor, 2018). A learning environment of an organization must be bolstered so that each employee may be inspired to learn and develop new ideas that are valuable for the company's operations (Hayes & Stazyk, 2019). It is essential to identify new values, distribute them, and put them into practice in order to build an organization's capacity for innovation. In order for a company to remain competitive, they must have a learning environment that encourages individuals to think beyond the box (Wang & Sun, 2020).

Engagement of the organization members, as an internal component, is also a key driver for the evolution

of creative behavior, in relation to transformational leadership and organizational learning. When it comes to fostering creative behavior in organizations, proactive behavior is a critical capital asset that may be increased both directly and indirectly by the presence of work attachments (Wang & Sun, 2020). People who are emotionally invested in their jobs are more likely to put in the kind of effort it takes to do their best work, which in turn encourages others to do the same. Work involvement has also been shown to have a major impact on inventive behavior (Supriadi et al. 2020).

Organizational learning and work engagement are not new idea. As a matter of fact, they have a long history of being used to foster more democratic and participative workplaces, primarily in the manufacturing sector, while

also increasing productivity (Manthi et al., 2018). It is more frequent in business and management studies to use the phrase "organizational learning" than in education. Many firms and other organizations have adapted structures and procedures to help them stay agile, successful, and competitive in an ever-changing business environment (Rashid & Mansor, 2018). Students have great expectations of their instructors, and the present educational paradigm sets significant demands on instructors to achieve those goals while also motivating students to study. In order to accomplish learning goals and inspire pupils to learn, processes of creativity and organization are required in the classroom (Hayes & Stazyk, 2019). The ability of teachers to create a learning-friendly environment in the classroom is closely related to their degree of work engagement in their respective positions.

The term "work engagement" refers to the strong sense of connection and drive that people have for their jobs, and it has been discovered that those who score highly on this characteristic have. When employees are engaged at work, it is evident that they are passionate, devoted, and completely involved in their activities. Vigor is characterized by high levels of energy and mental resilience while at work, as well as a desire to keep going even when faced with challenges (Supriadi et al., 2020). Dedicated employees demonstrate high levels of involvement at work, as well as a strong sense of purpose as well as inspiration, pride, and a desire to take on new challenges. It is also possible to get entirely absorbed in the activity at hand and completely lose track of time. This is referred to as "absorptive concentration."

This paper investigates the relationship between work engagement and organizational learning capability using questionnaire responses from teachers from the basic and higher education departments of DMC College Foundation, Inc. and supports in future growth by acclimating possible results. Additionally, the researchers are interested to research the variables mentioned above because lesser studies were conducted in the locality and to discover the relationship between variables. Also, the majority of the studies and researches focused mainly on business organizations. However, the current study aims to assess the educators of DMC College Foundation, Inc. engagement and organizational learning capability.

Theoretical Framework

This study is anchored by the Psychological Conditions of Personal Engagement and Disengagement at Work of William Kahn (1990). In his study he explored the conditions at work in which people engage or disengage.

Kahn found that there were three psychological conditions that enable engagement; Meaningfulness: Does an employee find their work meaningful? Safety: Does the employee feel safe to express opinions at work without the risk of negative consequences? and Availability: Does the employee feel mentally and physically able to harness their full self at this moment?

Kahn (1990) challenged the existing ideas in business at that time that engagement stemmed from what an employee thought about their work. He argued that engagement came from feelings not thoughts. Kahn said of his theory – "The engagement concept was developed based on the premise that individuals can make real choices about how much of their real, personal selves they would reveal and express in their work."

Kahn illustrated the cost of disengagement – employees doing just enough to remain employed but offering none of their cognitive or emotional energy to the job. According to Khan's theory, more effort is only given by employees when they feel safe to be their real selves in their job.

Conceptual Framework

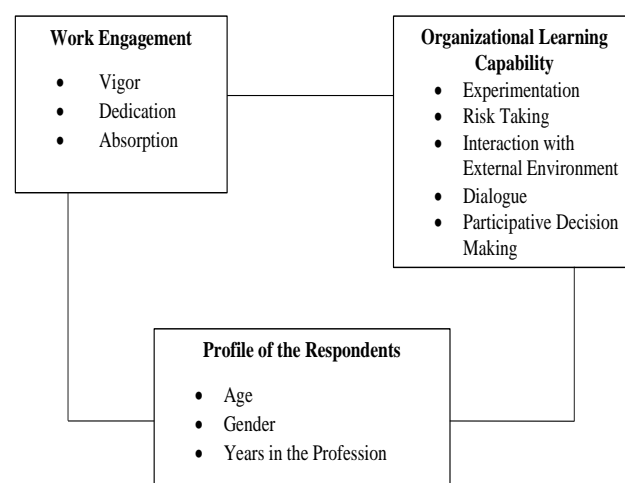


Fig 1. Conceptual Framework of the Study

Statement of the Problem

This study aimed to determine the significant relationship of work engagement and organizational capabilities of the college instructors in DMC College Foundation, Inc. during the second semester of school year 2022-2023.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 gender; and

- 1.3 years in the profession?
2. What is the level of work engagement of instructors in terms of:
 - 2.1 vigor;
 - 2.2 dedication; and
 - 2.3 absorption?
3. What is the level of organizational learning capability of instructors in terms of:
 - 3.1 experimentation;
 - 3.2 risk taking;
 - 3.3 interaction with external environment;
 - 3.4 dialogue; and
 - 3.5 participative decision making?
4. Is there a significant relationship between work engagement and organizational learning capability?

II. LITERATURE

To satisfy learning goals and encourage pupils to learn in a social context where current educational models impose high demands on instructors and the teacher's position is the source of a variety of expectations, teaching entails creative and organized activities. When it comes to creating a classroom climate that encourages students to learn, teaching techniques play a significant role. Students and instructors' everyday interactions in the classroom have also been researched for their influence on the classroom atmosphere (Manthi et al., 2018).

Work Engagement

Employees who are emotionally stimulated, focused on the job at hand, able to channel their feelings into meaningful and purposeful communication are engaged employees. Workplace involvement, according to the author, is a measure of how much a company's workers are emotionally invested in, connected to, and devoted to their careers (Minghui et al., 2018). As a result of their high degree of engagement, engaged workers are more productive, more connected, and more dedicated to their job.

As assessed by signs, work is a state of one's thoughts, emotions, and behavior that is focused on work, making work outcomes more meaningful, devoted to it, enthusiastic about it, and committed to complete it, as well as diligently working. An individual's level of work engagement is described as their level of connection and motivation to their job, which is shown in their high scores for this measure. Employees that are engaged at work are enthusiastic, committed, and fully immersed in their task. Having a high degree of energy and mental fortitude while working is a sign of vigor, as is a willingness to push through obstacles in order to finish the task at hand. High

work participation, as well as a strong feeling of purpose, inspiration, pride, and challenge, are all characteristics associated with dedication. It is also possible to get completely immersed in a task and not be able to separate yourself from what you're doing (Minghui et al., 2018).

Engagement in one's work can have a variety of positive effects on one's mental health and well-being, including a reduction in psychosomatic complaints as well as an increase in proactive behavior and self-initiative as well as an increase in motivation for lifelong learning and taking on new challenges at work (Ahmand, 2018). Passion for teaching is discussed in the literature on successful instructors. Teaching vocations that are either not well defined or adequately operationalized, or are polyvalent. The notion of work engagement might be useful in putting these ideas into practice. Teachers' capacity to create a learning-oriented classroom motivating atmosphere is linked to their work engagement.

Organizational Learning

Organizational learning definitions are notoriously ill-defined and inconsistently used throughout the literature. In addition to the fact that the field is still in its infancy, the lack of clarity stems from the fact that our understanding of how organizations learn is constantly changing. As with individual learning, the goal of organizational learning is to gain new information or skills or tools that may be used to improve one's ability to learn (Rashid & Mansor, 2018). In contrast to individual members, organizations learn in a way that goes beyond the sum of their individual contributions; rather, organizational learning occurs among its members as a collective. Members of an organization learn together as an ensemble with a distinct culture when they participate in a similar activity. The definition of organizational learning is based on this idea, and instead of focusing just on the interaction between a person and their environment, this considers the sociocultural components of learning in organizations (Hayes & Stazyk, 2019).

Organizational learning is defined as the social processing of knowledge, or the sharing of individually held knowledge or information, in ways that establish a coherent, widely held set of concepts, by focusing on the organization's intellectual, social and cultural components (Rashid & Mansor, 2018). There are several ways to go about this process, some of which are purposeful and others of which are more organic. Systems thinking and shared "mental models," team-based learning, and establishing a common vision (Wang & Sun, 2020). The organization's fundamental technology serves as a medium for both individual and group learning. Teachers (e.g., instructional team members) who work together on

technology-related projects (e.g., teaching and learning) build a culture that reflects the group's values, beliefs, conventions, and practices. As they (individuals inside groups) face and solve difficulties together, they learn. The integration of various learning processes is dependent on the interactive structures within the organization since there are numerous learning processes among people and groups.

III. METHODOLOGY

Method Used

The study subscribed to survey and descriptive-correlational research methods in ensuring that the data gathered will be statistically sound and credible. This will be the suited method as the data that the researchers will handle requires a validation and a translation from raw numbers to digestive narratives.

Since the data gathering procedure will be majored by survey questionnaire, it will be fitting to handle and analyze the data coming from the instrument quantitatively. The researcher decided to refrain from any qualitative method since the gathering on this aforementioned design will be impractical since the instruments needed for this require longer time and lesser people—which both are hindrances in getting the research objectives accomplished.

A correlational analysis of the gathered data was used to determine the significant relationship between work engagement and organizational learning capability.

Research Instrument

The questionnaire employed in this study consisted of three parts; 1) Respondents Demographics; 2) The Utrecht Work Engagement Scale adopted from (Schaufeli & Bakker 2003) consists of seventeen (17) items divided into three (3) indicators, namely; Vigor, Dedication and Absorption, the 17-item scale has Cronbach alphas ranging from 0.75 to 0.82, vigor (six items), dedication (five items) with Cronbach alphas ranging from 0.88-0.90 and absorption (six items) with Cronbach alphas ranging from 0.70-0.75; 3) Organizational Learning Capability and Job Satisfaction: An Empirical Assessment in the Ceramic Tile Industry adopted from (Chiva, R. & Alegre, J. 2009) consists of fourteen (14) items divided into five (5) indicators, namely; Experimentation, Risk Taking, Interaction with External Environment, Dialogue and Participative Decision Making.

Statistical Treatment of the Data

Presented below are the statistical tools used in the treatment and analysis of the gathered data.

Frequency Count. This is employed to determine the profile of the respondents in terms of age, gender and years in the profession.

Weighted Mean. This is used to calculate the respondents' ratings on Work Engagement and Organizational Learning Capability. Presented below are the scoring guide in giving qualitative description and interpretation of the responses of the items in Work Engagement and Organizational Learning Capability.

Work Engagement

Scale Range	Description	Interpretation
4.10-5.00	Always	Very Highly Engaged
3.26-4.00	Very Often	Highly Engaged
2.60-3.25	Often	Moderately Engaged
1.76-2.50	Sometimes	Low Engaged
1.00-1.75	Never	Very Low Engaged

Organizational Learning Capability

Scale Range	Description	Interpretation
4.10-5.00	Strongly Agree	Very Highly Capable
3.26-4.00	Agree	Highly Capable
2.60-3.25	Somewhat Agree	Moderately Capable
1.76-2.50	Disagree	Low Capable
1.00-1.75	Strongly Disagree	Very Low Capable

Pearson Correlation. This is used to measure linear correlation between Work Engagement and Organizational Learning Capability. Positive values closer to 1.0 indicates positive correlation, values far from 1.0 indicates negative correlation.

IV. RESULTS AND DISCUSSIONS

There were 50 questionnaires distributed but only 47 were retrieved. Some questionnaires were not retrieved due to following reasons: some respondents have chosen not to complete the questionnaire or may have lost it before they had a chance to fill it out; some respondents have forgotten or neglected to return the questionnaire; some questionnaires have been lost or misplaced during

the retrieval process, or may have been taken by someone who was not intended to receive one. Regardless of the reason, missing data can be a challenge for data analysis. To address this challenge, researchers choose to exclude incomplete questionnaires from the analysis. It is important to carefully consider the potential impact of missing data on the validity and reliability of the study results, and to clearly report any missing data and the methods used to address it.

Demographics

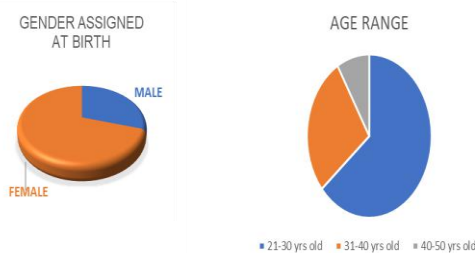


Fig 2. Demographics (Age and Gender assigned at Birth)

Figure 2 shows the demographics of the respondents. 33 (70.21%) females and 14 (29.78%) males answered the questionnaire completely. Respondents are identified to be educators from basic education and college departments with age ranges from 21 to 50 years old. Based on data gathered, majority of the respondents at 63.8% are age group 21-30, 27.7% are age group 31-40 and 8.5% are ages 41-50 years old respectively.

Figure 3 shows the years of the respondents in the profession. 23.4% of the respondents are in the profession in less than 5 years, majority of them at 57.44% are within 1 to 5 years, 10.64% within 6 to 10 years and 8.5% of the respondents are in the profession in more than 11 years respectively. This means that most of the respondents are in the profession in the last 5 years and have gathered experience in the academe.



Fig 3. Years in the Profession

One variable that this study wanted to explore is work engagement. It is characterized by high levels of energy, enthusiasm, and dedication, as well as a strong sense of purpose and fulfillment in one's work. Work engagement vigor is one of the three dimensions of work engagement, along with dedication and absorption. These dimensions were identified by Schaufeli and Bakker (2004) in their work on the Job Demands-Resources model. According to this model, work engagement is a positive state of mind that is characterized by high levels of energy, enthusiasm, and dedication to work.

Work Engagement

Table 1. Work Engagement in terms of Vigor (VI); Cumulative mean = 3.94

	Vigor (VI)	WEIGHTED MEAN	DESCRIPTION	INTERPRETATION	RANK
1	At work, I feel that I am bursting with energy	3.788	Very Often	Highly Engaged	6
2	At my job, I feel strong and vigorous	3.915	Very Often	Highly Engaged	4
3	When I get up in the morning, I feel like going to work	3.894	Very Often	Highly Engaged	5
4	I can continue working for very long	4.043	Always	Very Highly Engaged	1

	periods at a time				
5	At my job, I am very resilient, mentally	3.979	Very Often	Highly Engaged	3
6	At my work I always persevere, eve when things do not go well	4.021	Always	Very Highly Engaged	2

Table 1 reveals respondent's work engagement in terms of vigor. Respondents prefer to continue to work for very long periods at a time with a weighted mean of 4.043 and at the same time always persevere even when things do not go well with a weighted mean of 4.021. It means that respondents are not conscious of time when they are at work. Respondents feel mentally very resilient (weighted mean = 3.979) but ranked statement 1 (*"At work, I feel that I am bursting with energy"*) last with weighted mean of 3.788 respectively. In a study by Satoko Kimura and

Philip J. Dewe (2018) entitled "The effects of mindfulness on work vigor and job performance" that examines the relationship between mindfulness and work vigor among workers and suggests that work vigor is an important aspect of positive work-related outcomes and can be influenced by a variety of individual and organizational factors. Overall, the cumulative mean at 3.94 suggests that respondents are highly engaged in their work engagement in terms of vigor.

Table 2. Work Engagement in terms of Dedication (DE); Cumulative mean= 4.31

Dedication (DE)		WEIGHTED MEAN	DESCRIPTION	INTERPRETATION	RANK
1	I find the wok that I do full of meaning and purpose	4.404	Always	Very Highly Engaged	2
2	I am enthusiastic about my job	4.361	Always	Very Highly Engaged	4
3	My job inspires me	4.362	Always	Very Highly Engaged	3
4	I am proud of the work that I do	4.468	Always	Very Highly Engaged	1
5	To me, my job is challenging	3.979	Very Often	Highly Engaged	5

Table 2 indicates the respondents work engagement in terms of dedication. Respondents feel that statement 4 (*"I am proud of the work that I do"*) resonates with them being ranked 1 with a weighted mean of 4.468, statement 1 (*"I find the work that I do full of meaning and purpose"*) ranked 2nd, statement 3 (*"My job inspires me"*) ranked 3rd with weighted mean of 4.362, statement 2 (*"I am enthusiastic about my job"*) ranked 4th with weighted mean of 4.361 and statement 5 (*"To me, my job is*

challenging") ranked 5th with weighted mean of 3.979 respectively. This means that although they are proud of the work that they do and find meaning and purpose in it, they find it less challenging. The cumulative mean of 4.31 suggests that respondents are very highly engaged in their work engagement in terms of dedication.

Table 3. Work Engagement in terms of Absorption (AB); Cumulative mean = 3.82

Absorption (AB)		WEIGHTED MEAN	DESCRIPTION	INTERPRETATION	RANK
1	Time flies when I'm working	4.426	Always	Very Highly Engaged	1
2	When I am working, I forgot everything else around me	3.745	Very Often	Highly Engaged	4
3	I feel happy when I am working intensely	3.809	Very Often	Highly Engaged	3
4	I am immersed in my work	3.936	Very Often	Highly Engaged	2
5	I get carried away when I'm working	3.681	Very Often	Highly Engaged	5
6	It is difficult to detach myself from my job	3.298	Very Often	Highly Engaged	6

Table 3 shows data gathered on work engagement in terms of absorption. It suggests that respondents agree that statement 1 (“*Time flies when I’m working*”) relates to them with a weighted mean of 4.426 and ranked 1. Statement 4 (“*I am immersed in my work*”) ranked 2nd, statement 3 (“*I feel happy when I am working intensely*”) ranked 3rd, statement 2 (“*When I am working, I forgot everything else around me*”) ranked 4th, statement 5 (“*I get carried away when I’m working*”) ranked 6th with a weighted mean of 3.298 respectively. This signifies that respondent lost their sense of time when they are working and feels that is difficult to detached themselves from tasks that needs to be done. The cumulative mean of 3.82 indicates that respondents are highly engaged in their work engagement in terms of absorption.

Table 4. Work Engagement when grouped according to Age

WORK ENGAGEMENT VS AGE GROUP			
AGE RANGE	21-30 Y/O	31-40Y/O	41-50 Y/O
VIGOR	Highly Engaged	Highly Engaged	Highly Engaged
DEDICATION	Highly Engaged	Very Highly Engaged	Very Highly

			Engaged
ABSORPTION	Moderately Engaged	Very Highly Engaged	Highly Engaged

The table above (Table 4) shows work engagement when grouped according to age. Data suggests that all age group indicates high engagement in terms of vigor. On the either hand, in terms of dedication, age group 31-40 and 41-50 are very highly engaged compared to age group 21-30 years old. In terms of absorption, age group 31-40 reveals that they are very highly engaged compared to age group 41-50 (“Highly engaged”) and moderately engaged for age group 21-30 years old. This result suggests that older respondents are more absorbed in work engagement compared to younger respondents. This result is supported by the study of Roberts (2020) where he concluded that workers over 50 had better work engagement levels and higher dedication and concentration in their work than the individuals under the age of 50 years old. 75% of respondents in age group 41-45 on the other hand feels that it is difficult for them to detach themselves from their job.

Organizational Learning Capability

Table 5. Organizational Learning Capability in terms of Experimentation; Cumulative mean = 4.05

Experimentation		WEIGHTED MEAN	DESCRIPTION	INTERPRETATION	RANK
1	People here receive support and encouragement when presenting new ideas	4.00	Agree	Highly Capable	2
2	Initiative often receives a favorable response here so people feel encouraged to generate new ideas	4.09	Strongly Agree	Very Highly Capable	1

Table 5 shows the organizational learning capability in terms of experimentation. There are two statements explored in the questionnaire regarding experimentation. Experimentation is an important component of organizational learning capability, as it enables organizations to test new ideas and approaches and to learn from their successes and failures. By embracing experimentation, organizations can become more innovative, adaptable, and resilient. Table 5 indicates that all respondents received support and encouragement when presenting ideas with a weighted mean of 4.09 and their initiatives always receives favorable response, encouraging them to generate new ideas with a weighted mean of 4.00

respectively. This means that respondents are appreciated with their new ideas and are encouraged to generate ideas that can be helpful to the organization. The cumulative mean of 4.05 signifies that respondent are very highly capable when it comes to experimentation. In a study by Feirong Yuan, Lihua Sun, and Yuehua Wu (2019) “The impact of leadership support for innovation on followers’ innovative behavior, intrinsic motivation, and job satisfaction”, they found that leadership support for innovation was positively related to employees’ innovative behavior, intrinsic motivation, and job satisfaction. Studies suggest that receiving support and encouragement for new

ideas can be a significant motivator for individuals to generate novel and innovative ideas.

Table 6. Organizational Learning Capability in terms of Risk taking. Cumulative mean = 3.53

Risk Taking		WEIGHTED MEAN	DESCRIPTION	INTERPRETATION	RANK
1	People are encouraged to take risks in this organization	3.57	Agree	Highly Capable	1
2	People here often venture into unknown territory	3.49	Agree	Highly Capable	2

Table 6 reveals the organization learning capability of respondents in terms of risk taking. The cumulative mean of 3.53 suggests that they consider risk taking very often. Respondents feel that statement 1 with weighted mean of 3.57 (*"People are encouraged to take risks in this organization"*) is the culture in this institution. The data also suggests that respondents are encouraged to take risks and venture into unknown territory that will allow growth opportunities for the organization. The cumulative mean of 3.53 indicates that the respondents are highly capable in terms of taking risk. In a study by

Uwafiokun Idemudia and Eunyoung Kim (2020) entitled "Exploring the Relationship between Employee Risk-Taking Behavior and Firm Performance" investigates the relationship between employee risk-taking behavior and firm performance using data from Korean firms where results showed that employees who engage in more risk-taking behavior tend to perform better in their jobs, and firms that have a higher proportion of risk-taking employees tend to have higher levels of profitability and growth.

Table 7. Organizational Learning Capability in terms of Interaction with external environment. Cumulative mean = 3.77

Interaction with External Environment		WEIGHTED MEAN	DESCRIPTION	INTERPRETATION	RANK
1	It is part of the work of all staff to collect, bring back and report information about what is going on outside the company	3.49	Agree	Highly Capable	3
2	There are systems and procedures for receiving collating and sharing information from outside the company	3.85	Agree	Highly Capable	2
3	People are encouraged to interact with the environment: competitors, customers, technological institutes, universities, suppliers etc.	3.96	Agree	Highly Capable	1

Table 7 shows the organization learning capability in terms of interaction with external environment. Result suggests that statement 3 (*"People are encouraged to interact with the environment: competitors, customers, technological institutes, universities, suppliers, etc"*) with a weighted mean of 3.96 and ranked 1st is how respondents feel about how the institution get them involved in external matters. This means that respondents are encouraged and

make it a part of the work to interact with the external environment by following systems and procedures which can enhance their learning capability and improve their performance. The cumulative mean of 3.77 suggests that respondents are highly capable in terms of their interaction with external environment.

Table 8. Organizational Learning Capability in terms of Dialogue. Cumulative mean= 4.30

Dialogue		WEIGHTED MEAN	DESCRIPTION	INTERPRETATION	RANK
1	Employees are encouraged to communicate	4.06	Strongly Agree	Very Highly Capable	4
2	There is a free and open communication within my work group	4.43	Strongly Agree	Very Highly Capable	2
3	Managers facilitate communication	4.21	Strongly Agree	Very Highly Capable	3
4	Cross-functional teamwork is a common practice here	4.49	Strongly Agree	Very Highly Capable	1

Table 8 reveals data on organizational learning capability in terms of dialogue. Respondents agree that statement 4 (“*Cross-functional teamwork is a common practice here*”) with a weighted mean of 4.49 is how things work in the institution. Although there is a free and open communication within the organization (weighted

mean = 4.43), respondents feel that encouraging employees to communicate is least practiced in terms of dialogue. The cumulative mean of 4.30 indicates that respondents are very highly capable in terms of dialogue.

Table 9. Organizational Learning Capability in terms of Participative Decision Making. Cumulative mean = 3.75

Participative Decision Making		WEIGHTED MEAN	DESCRIPTION	INTERPRETATION	RANK
1	Managers in this organization frequently involve employees in important decisions	3.94	Agree	Highly Capable	2
2	Policies are significantly influenced by the view of employees	3.98	Agree	Highly Capable	1
3	People feel involved in main company decisions	3.34	Agree	Highly Capable	3

Table 9 presents the organizational learning capability or respondents in relation to decision-making. Data reveals that respondents feel that statement 2 (“*Policies are significantly influenced by the view of the employees*”) with a weighted mean of 3.98 and ranked 1 resonates with their role on the decision-making process in the organization. Although managers frequently involve employees in important decisions (weighted mean = 3.94) in the organization, respondents feel that statement 3 (“*People feel involved in main company decisions*”) ranked last when it comes to participative decision making. The cumulative mean of 3.75 indicates that respondents are highly capable in terms of participative decision making.

The over-all cumulative mean average for work engagement is 4.02 with a description of always means that respondents are very highly engaged in their work. On the other hand, the over-all cumulative mean average for organizational learning capability is 3.88, which indicates that the respondents are highly capable. This study further investigates the relationship of work engagement and organizational learning capability.

Test of Relationship between Work Engagement and Organizational Learning Capability among Age Group

Table 10. Relationship of Work Engagement and Organizational Learning Capability among age group.

Level of significance = 0.05

Age	Pearson's r	p-value	Correlation
21-30 years old	0.627	0.016	Significant
31-40 years old	0.797	0.001	Significant
41-50 years old	0.424	0.013	Significant

Table 10 shows the relationship of work engagement and organizational learning capability across age groups. Data reveals that there is a significant correlation between work engagement and organizational learning capability with $p = 0.016$ and 0.001 and 0.013 values respectively, which are lesser than the 0.05 level of significance. Pearson's r values of 0.627 , 0.797 and 0.424 respectively suggest a positive correlation between work engagement and organizational learning capability. This table also suggests that although work engagement and

organizational learning capability are significantly related to age, when grouped across all age group, results show that age is not a factor that will affect work engagement and organizational learning capability.

Test of Relationship between Work Engagement and Organizational Learning Capability when grouped according to Years in the Profession

Table 11. Relationship of Work Engagement and Organizational Learning Capability when grouped according to years in profession. Level of significance = 0.05

Years in Profession	Pearson's r	p-value	Correlation
Less than 1 year	-0.077	0.786	Not significant
1-5 years	0.344	0.228	Not significant
6-10 years	0.043	0.884	Not significant
10+ years	-0.392	0.148	Not significant

This study also investigates the possibility of the relationship of work engagement and organizational learning capability in terms of years in profession. Table 11 shows that the years in the profession have no significant correlation with work engagement and organizational learning capability with values 0.786 (less than 1 year), 0.228 (1-5 years), 0.884 (6-10 years) and 0.148 (10+ years) respectively. All the yielded values are higher than the $p = 0.05$ level of significance. The result further indicates that those who are less than 1 year in the profession as well as those who are more than 11 years, present a negative correlation at Pearson's r values of -

0.077 and 0.392 respectively. This means that if work engagement increases, organizational learning capability decreases and vice versa. However, it is important to remember that correlation does not imply causation. Just because two variables are negatively correlated does not necessarily mean that one causes the other to change. Furthermore, the table suggests that years in the profession will not affect work engagement and organizational learning capability of the respondents.

Test of Relationship between Work Engagement and Organizational Learning

Table 12. Relationship of Work Engagement and Organizational Learning Capability. Level of significance = 0.05

VARIABLE	WORK ENGAGEMENT	
ORGANIZATIONAL LEARNING CAPABILITY	Pearson's r	0.597
	p-value	0.024

Table 12 shows the over-all relationship of work engagement and organizational learning capability. Result

shows that the $p=0.024$ value suggests a significant correlation of work engagement and organizational learning capability which is lower than the 0.05 level of significance used in this study. Pearson's r value of 0.597 further indicates a strong positive correlation between the variables.

V. CONCLUSION

The study concludes that educators of DMC College Foundation, Inc. have high engagement level. Among the three indicators of work engagement, dedication receives the highest weighted means thus, educators are very much dedicated on the job that they are doing. Similarly, this study concludes that when a teacher is already tenured in the academe, the more he/she is engaged in work. This indicates that educators who are newly hired and has less than a year in service is not well-engaged.

Moreover, educators are also highly capable in terms of organizational learning. Of the five indicators of Organizational Learning Capability, dialogue has the highest weighted mean, which means that there is a well-established communication line between employees in the institution.

Furthermore, there is a significant correlation between work engagement and organizational learning capability across age groups anyhow having a positive correlation, age is not a factor that will affect both work engagement and organizational learning capability. Also, the study concluded that there is no significant correlation between work engagement and organizational learning capability when grouped according to years in service. This shows that years in the profession will not affect the correlation between work engagement and organizational learning capabilities.

Additionally, work engagement and organizational capability shows a significant and strong positive correlation with each other. Lastly, the researchers suggest that the organization may continue the same research that would concern other areas and variables.

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